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Composition I

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Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

Course Information

Course Number: ENGL 1301

Course Title: Composition I

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

Course Credit Hours: 3
Lecture Hours: 3
Lab Hour: 1

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
 2. Develop ideas with appropriate support and attribution. (Communication Skills)
 3. Write in a style appropriate to audience and purpose. (Communication Skills)
 4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
 5. Use Edited American English in academic essays.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: October 19, 2018 is the last day to withdraw for Fall 2018.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

INSTRUCTOR INFORMATION

Instructor's Name: Anna Genneken

Email: agenneken@collin.edu

Office Location: H-210

Office Phone Number: TBD

Office Hours: Mon. 11am-2pm and Thurs. 11:30am-2:30pm

Class Information:

Course & section Number: ENG 1301.S64

Meeting Day(s) and Times: TR 10-11:15AM

Location: SCC -

Course Resources:

- *The Norton Field Guide to Writing with Readings and Handbook, 4th Edition* by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg (ISBN: 9780393617399)
- Technology Req: Access to Canvas, **Word** (all documents must be submitted in doc/docx format), the internet for research, your Collin email account, and a USB flash drive

Method of Evaluation:

Your final semester grade will be determined by the following:

Paper 1: Profile (3-4pgs)	15%
Paper 2: Rhetorical Analysis (4-6pgs)	20%
Paper 3: Annotated Bibliography (6-8 sources)	10%
Paper 4: Wedge Issue Research Paper (6-8pgs)	25%
Daily Work, Participation, Attendance	10%
Lab Requirement, Writer's Journal	10%
Final Portfolio	10%

Grading: Each assignment will be assessed on a 100-percentage-point scale. 90-100% = A (excellent); 80-89 = B (good); 70-79% = C (meets minimum standards); 60-69% = D (needs improvement); 59 and below (fails to meet basic standards). Grades will be posted in Canvas. Please allow up to two weeks for essay grades/comments.

Attendance Policy: I do not make a distinction between unexcused and excused absences. If you arrive after I take attendance, you are considered tardy. If you leave before I dismiss class, you are considered tardy. If you accumulate two tardies, they count as one absence.

If you accumulate more than **six** absences (including tardies), you may be **failed** in this course.

As a rule, I do not accept late assignments. However, for only major assignments, I will accept work that is submitted within three days of the due date at the penalty of 10 points off per day (with the exception of the final portfolio). After those three days, I will not accept the work and you will receive a zero for that essay.

Classroom Behavior/Expectations: This is a college course with intentional and elevated academic pursuits. As such, behavior in class should reflect the value we place on our time together, growing and learning. Respect for each other and the work we are doing is essential to creating the environment that will be most conducive to that growth. Students who disrupt will not be appreciated or condoned. The need for redirection should be rare. If it isn't, the Dean of Students will become involved and possible permanent removal from the course will be introduced as a possibility.

Plagiarism policy: Academic dishonesty (a forged doctor's excuse, plagiarism, lying, cheating, etc.) will be treated as a very serious deviation from the standards in this academic community. As such, I will sanction any student engaging in dishonest behaviors as outline both here and in the Student Handbook/Code of Conduct with consequences ranging from a zero on the assignment to a failing grade for the course.

Manuscript Preparation



Major writing assignments should be printed from a digital file (double-spaced) in black ink using a Times New Roman font (no larger or smaller than 12pt). Use MLA guidelines for spacing, margins, heading, and page numbering. If you are unclear on what those guidelines are, please look in your textbook to chapter 7 (p.288-314) or visit either the Purdue OWL website (Google it) or our very own Writing Center workshops or appointments.

Syllabus Changes: This document is subject to change. Handouts and assignment prompts distributed during the term, physically or virtually, are considered extensions of this syllabus.

Course Calendar: What follows is a skeletal outline of reading and writing assignments for the semester. This calendar *does not* include all the many ways we'll think and write about writing; it's simply a guide. All readings, unless otherwise noted, will come out of *The Norton Field Guide to Writing*, our required course textbook. This calendar is subject to change.

Week 1

- | | |
|------|--|
| 8/28 | Course Introduction
Diagnostic Essay
HW: Syllabus Quiz, Background Form |
| 8/30 | Introduce Paper #1 – Profile
Invention Workshop
HW: Read Ch. 19 (Profile), Ch. 19 Reading Quiz,
Pick Profile subject and complete Topic Proposal
Schedule interview with subject |

Week 2 – Labor Day on Monday

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|-----|--|
| 9/4 | Genre Basics and Models
Interviewing Practice
HW: Create Interview Questions
Read Ch. 40 and 43 (Describe and Narrate)
Complete reading quiz |
| 9/6 | Describing vs. Narrating
Troubleshooting Interview Problems |

HW: Read Ch. 33 and 41 (Beg/End and Dialogue)
Complete reading quiz

Week 3 – Census Date Sept. 10th

- 9/11 Choosing Quotations
 Drafting Workshop
 HW: Finish Rough Draft and post before next class
- 9/13 Read alouds
 Create Revision Plan
 HW: Read 2 of the example essays from Ch. 66 and post to discussion board
 Finish Revision and post before next class

Week 4

- 9/18 Model Essays Discussion
 Revision Workshop
 HW: Finish Revision and post before next class
- 9/20 Peer Review Workshop
 HW: **Final Draft DUE Sunday, 9/23, online in Canvas by 11:59PM**
 Read Part II – Ch. 5-9 and complete reading quiz

Week 5

- 9/25 Introduction to Rhetoric
 Introduce Paper #2 – Rhetorical Analysis
 HW: Complete Topic Proposal
 Post to discussion board
- 9/27 Annotate Speeches
 Organizational Patterns in Rhetorical Analyses
 HW: Read Ch 11, 27-28 (Rhetorical Analysis, Invention, and Drafting)
 Complete reading quiz on Canvas

Week 6

- 10/2 Drafting Workshop
 HW: Complete rough draft and post to Canvas
- 10/4 Revision Workshop
 HW: Read 2 example essays from Ch. 60
 Read Ch. 29-30 (Assessing Own Work, Revising)
 Complete reading quiz on Canvas

Week 7

- 10/9 Model Essay discussion
 Revision Workshop
 HW: Revise draft before next class
 Read Ch. 31 (Editing) and complete reading quiz
- 10/11 Peer Review Workshop
 HW: **Final Draft DUE Sunday, 10/14, online in Canvas by 11:59PM**
 Read Ch. 45-47, 50-52 (Research Basics) and complete reading quiz

Week 8 - Last day to withdraw October 19th

- 10/16 Introduce Research and MLA Format
Guided Practice
HW: Read Ch. 13-15 (Position Paper, Annotated Bibliography)
Complete reading quiz
- 10/18 Introduce Paper #3 and #4 – Wedge Issue Paper and Annotated Bibliography
Invention
Topic Proposal
HW: Research your topic
Bring 6-8 sources/articles/books to next class

Week 9

- 10/23 MLA Guided Practice with your sources
Note-Taking Activity and Practice
HW: Write up 4 sources for Annotated Bibliography and bring to next class
- 10/25 Troubleshoot Annotated Bibliography
Conferences on Annotated Bibliography
HW: **Annotated Bibliography DUE online in Canvas Sunday, 10/28, by 11:59PM**

Week 10

- 10/30 Selecting and Integrating Quotations
HW: Read Ch. 34, 36, 48-49 (Organization, Arguing, Quotations)
Complete reading quiz
- 11/1 Outlining
Chunking as Drafting
HW: Complete body paragraph drafts

Week 11

- 11/6 Introductions and Conclusions Workshop
HW: Complete drafts of intro and conclusion
- 11/8 **No Class Meeting – Online Session**
Reverse Outline Technique and Activity – directions in Canvas
HW: Read Ch. 31 and all of 62 (Editing and Example Essays)

Week 12

- 11/13 Wedge Issue Discussion
MLA Citations and Works Cited
HW: Read 2 essays from Ch. 62
- 11/15 Transitions Workshop
Revision Checklist and Plan
HW: Read 2 essays from examples in Canvas

Week 13 – Thanksgiving Break Nov. 21st-23rd

- 11/20 **Online Session**

Model Essay discussion online

11/22 **No Class**

Week 14

11/27 Troubleshoot paper problems
HW: Complete revision and post to Canvas by next class

11/29 Peer Review Workshop
***Final Lab Requirement **DUE** today
HW: Final Draft **DUE** Sunday, 12/2 by 11:59PM on Canvas

Week 15

12/4 Portfolios

12/6 Portfolios

Week 16

Finals Week

Please note that finals are not administered during regular class times.

12/11	10am-12pm	Final Exam Time
		Final Portfolio Reflection and Submission